STANDARD VII: NEEDS ASSESSMENT AND NEEDS DATA

Indicator: Assessment

Level 4: A formal needs assessment is completed at least one school year prior to the site review and in a time frame that allows the results to be addressed within the current program .
Level 3: A formal needs assessment has been completed within 3 years of the on-site review.

> ➢   Statement indicating the date assessment was completed. The intent of Level 4 requires the needs assessment completed, analyzed and acted upon during the year prior to the performance review.

Levels 3 and 4: The needs assessment includes data from parents, students, and faculty.

> ➢   Documentation could include sample copies of the needs assessments given to students, parents and faculty. (See Sample Needs Assessments)

> ➢   Information regarding the number of completed assessments and process of administration would be appropriate documentation.

Levels 3 and 4: It addresses student competencies consistent with appropriate school district, state and national standards and goals.

> ➢   Presently the state standards are the NCDA national student competencies. Needs assessment questions should address these 12 standards. (See Sample Needs Assessments.)

> ➢   Additional questions can be developed to address district goals and student competencies.

Level 4: It includes data gathered for the school improvement plan.

> ➢   Utilize other survey data, assessment results, and measurable indicators gathered by the school improvement team to coordinate and integrate with your CGP goals.

Example:

Instrument	*Findings*	*Interventions*
Student SIP Survey:	Felt they weren't connected to school. Didn't feel apart of things.	Organized Student Groups Developed question for SEOP conference to process involvement

Indicator: Analysis:

Level 4: The needs assessment data is analyzed in relation to the Comprehensive Guidance Program and school improvement plans.
Levels 3 and 4: Program priorities are directly related to an analysis of the data.
Level 4: A schoolwide consensus-building process is established for defining priorities for improvement.
Level 4: Data is disaggregated by gender, race/ethnicity, socioeconomic status, or other identified school populations.

Level 3: The needs assessment data is analyzed in relation to the guidance program needs.
Level 3: A consensus-building process is established within the guidance program for defining priorities for improvement.

Example:

Documentation for Level 4:

Needs Assessment Survey Results

Observations From CGP Needs Assessment	Relationship To School Improvement Goals	Priorities	Advisory Committee Goals Based Upon Priorities	Data Related To Special Populations
Study Skills is the highest need from needs assessment	Responsibility School Improvement Goal	Highest Priority	#1 Goal to establish an after school tutoring program	Target 7th graders based upon transition data correlation

Indicator: Analysis:

Levels 3 and 4: Program goals are developed based on an analysis of the needs assessment data.
Levels 3 and 4: Strategies and interventions within each component of the CGP (e.g., guidance curriculum , individual planning, etc.) are based on an analysis of the needs assessment data.

Level 4: Program goals, strategies , and interventions are integrated into the school improvement plan, and there is evidence to show that they are being implemented school-wide.

Level 3: There is some evidence that the program has been based on an integrated perspective.

Example:

Documentation for Level 4:

CGP Needs Assessment Findings and Observations	Intervention Strategies	CGP Delivery Component	School Improvement Plan Goal
Develop Good Study Habits	Falcon Academy Study Skill Curriculum Parent Workshops	Responsive Services Guidance Curr. Guidance Curr.	Increase Student Achievement
Being Able to Handle Stressful Situations	Connected State-ment on SEOP Checklist SAP Groups	Individual Planning Responsive Services	Students Feeling Connected At School
Getting Information About Interesting Careers	Use of Electronic SEOP Career Futures More Resources given out during SEOPs	Guid. Curriculum Guid. Curriculum Individual Planning	"Opportunities" School Improvement Goal

Indicator: Evaluate Effectiveness:

Level 4: Data has been collected and analyzed which measures program effectiveness in at least one target area, and contributes to the desired results for student learning as identified in the school improvement plan.

Level 3: Data has been collected and analyzed in at least one target area which measures program effectiveness.

Example:

Documentation for Level 4:

Data on Student/School Need:

   📖 **20% of incoming 7th graders are reading two grade levels or more below average**

Intervention:

   📖 **Required these 7th graders to take a new reading course for either a semester or a full year and increased the school-wide reading time to 15 minutes per day**

Effectiveness Data:

   📖

> **50% of these 7th graders increased their reading level to grade level by the end of the year; 24 % increased their reading level a grade and a half, and all but 3% improved their reading level one full grade level.**

School Guidance Team — Describe how the program has addressed recommendations from the last review.

Example: No recommendation

School Guidance Team – Describe new program goals.

Example: Identify and develop instruments to measure our program effectiveness.

For a Level 4 rating – Describe how the counseling team has connected this standard with the School Improvement Plan.

Example: Work with SIP Team to disaggregate and analyze school data to measure progress of student achievement

Sample Needs Assessments:

Fairfield Junior High School
Guidance and Counseling Needs Inventory -- Student Survey

DIRECTIONS

School counselors work to help students learn many skills and abilities. Some of these are listed below as items in a numbered list. Please rate each item twice. First, mark how important it is for you to learn the skill. Second, mark how much help you would like in that area.
Please use a No.2 pencil and make solid marks that fill the response completely.   Thank you.

Correct ● Incorrect ⊘⊗◖◔

What grade are you in this year?   What is your gender?

7th ○   Female ○
8th ○   Male ○
9th ○

	How important is it for you to:				How much help would you like in this area:		
	Very important	Fairly important	Not very important	Not at all important	A lot of help	Some help	No help
1. Be able to work out problems with others	○	○	○	○	○	○	○
2. Learn to respect people who are different from me	○	○	○	○	○	○	○
3. Recognize how my behavior affects others and change my behavior when needed	○	○	○	○	○	○	○
4. Be able to tell others how I feel in an appropriate manner	○	○	○	○	○	○	○
5. Know how to live free of violence and drug/ alcohol abuse	○	○	○	○	○	○	○
6. Understand that I should not limit my activities or the classes I take because of my gender	○	○	○	○	○	○	○
7. Be able to handle stressful situations	○	○	○	○	○	○	○
8. Recognize how my health affects how well I do in school	○	○	○	○	○	○	○
9. Know how to set and achieve goals	○	○	○	○	○	○	○
10. Learn to work successfully with others in a group	○	○	○	○	○	○	○
11. Know what classes to take next year	○	○	○	○	○	○	○
12. Understand how my performance in school relates to my future success	○	○	○	○	○	○	○
13. Manage effectively the different responsibilities of my various roles (family member, friend, student, etc.)	○	○	○	○	○	○	○
14. Develop good study habits	○	○	○	○	○	○	○
15. Get information about careers that interest me	○	○	○	○	○	○	○
16. Know how to make good decisions	○	○	○	○	○	○	○
17. Feel like I fit in at school	○	○	○	○	○	○	○
18. Feel like I can get help from an adult in school if needed	○	○	○	○	○	○	○
19. Feel like I am safe at school	○	○	○	○	○	○	○
20. Feel school provides a caring, encouraging environment	○	○	○	○	○	○	○
21. Feel my parent(s)/guardian(s) help me succeed in school	○	○	○	○	○	○	○

Please respond to the two questions on the back of this form.
Thank you.

Sample Needs Assessment:

Mueller Park Jr. High School

Needs Assessment Survey, 2003-04

The school named above would like your feedback to help identify areas of focus for school planning. This survey is anonymous.

Use a #2 pencil.

About yourself:

Student ○	African American ○ American Indian ○
Faculty ○	Asian/Pacific Islander ○ Caucasian ○
Parent ○	Hispanic ○ Other ○
	Do not wish to answer ○
Female ○	
Male ○	

General information:

		No	Yes
A.	Do you/your student have internet access at home?	○	○
B.	Do you consider the annual SEOP to be time well spent?	○	○
C.	Have you moved more than once in the past three years?	○	○
D.	Would you/your student benefit from a group counseling experience during school hours?	○	○

For each item below, mark IMPORTANCE, then HELP:

IMPORTANCE How important for your student is each item?

HELP: How much help do you want for your student on each item?

The Counseling Department provides:	Importance LO HI	Help LO HI
1. access to student performance and progress reports.	○○○○	○○○
2. an annual SEOP conference with a school counselor.	○○○○	○○○
3. quick access to a counselor without a long wait.	○○○○	○○○
4. efficient registration, scheduling, and class changes.	○○○○	○○○
5. an available staff member when counselors are occupied.	○○○○	○○○

Counselors and teachers help students:	Importance LO HI	Help LO HI
7. adjust to jr. high and prepare for high school.	○○○○	○○○
8. develop and maintain a positive self esteem.	○○○○	○○○
9. learn to effectively interact with others.	○○○○	○○○
10. use effective problem solving and conflict resolution skills.	○○○○	○○○
11. learn how to follow through on goals.	○○○○	○○○
12. learn how to take responsibility for consequences of choices.	○○○○	○○○
13. understand the negative effects of substance abuse.	○○○○	○○○
14. learn effective study skills.	○○○○	○○○
15. understand individual differences in learning styles.	○○○○	○○○
16. understand how education and/or training relates to their futures.	○○○○	○○○
17. develop self-management skills (attention to details, punctuality, etc.).	○○○○	○○○
18. become aware of the courses needed to prepare for graduation.	○○○○	○○○
19. understand how personal strengths can lead to a career.	○○○○	○○○
20. explore possible careers.	○○○○	○○○
21. develop job seeking skills (such as applications, interviewing).	○○○○	○○○
22. develop career plans.	○○○○	○○○

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**Did any of the issues described below interfere with your student's school success in the past year (2002-03)?
Mark "No" or "Yes" for each item.**

School-related issues:

	No	Yes
23. Understanding the English language	○	○
24. Teacher quality	○	○
25. Student commitment and motivation	○	○
26. Parent involvement	○	○
27. Access to technology	○	○
28. Disabilities (learning, physical, medical, emotional, etc.)	○	○
29. Personal struggles (social, death, divorce, disease, etc.)	○	○
30. Safe school environment	○	○
31. Preparation for college	○	○
32. Motivation in school	○	○
33. Respect for adults	○	○
34. Smoking	○	○
35. Drugs	○	○
36. Boy-girl relationships	○	○
37. Behavior difficulties	○	○

COMMENT SECTION